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ABSTRACT

The learner-centered approach to second language education is presented as one that takes into account the learning goals, subjective needs, and culturally-based expectations learners bring with them to the language classroom. First, both formative and current trends in learner-centered language teaching are examined, and the principle of active learner involvement in the learning process is discussed, focusing on development of student awareness and preparedness for learning (learner training). A chapter is devoted to the analysis of the learner's objective needs, and another to analysis of subjective needs and individual differences. Discussion of the contextual dimension of learner-centered language teaching looks at factors in the classroom culture. The role of self-assessment in the approach is also explored. Methodology for fostering learning involvement is outlined, including two analyses of learning strategies and notes on issues in grammar, error correction, and project work. The final chapter addresses the teacher's role in creating conditions and procedures supporting learner-centered instruction. (MSE)

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